DOCUMENT RESUME

ED 405 246 SO 026 262

AUTHOR	Moody, William J., Ed.
TITLE	Artistic Intelligences: Implications for Education.
REPORT NO	ISBN-0-8077-3050-5
PUB DATE	90
NOTE	195p.; Papers presented at the Artistic Intelligences Conference (Columbia, SC, April 20-22, 1989).
AVAILABLE FROM	Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($21).
PUB TYPE	Books (010) -- Speeches/Conference Papers (150) -- Reports - Descriptive (141)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Art; *Art Education; Cognitive Processes; Creative Writing; Dance; Drama; Elementary Secondary Education; Higher Education; *Intelligence; Music; *Teacher Education; *Thinking Skills; Visual Arts
IDENTIFIERS	*Gardner (Howard); South Carolina

ABSTRACT

This collection of papers attempted to explicate Howard Gardner's theory of artistic intelligences; argue implications of the theory for arts education; offer methods of implementation; and discuss implications for general education. The topics covered political challenges to implementation; standardized testing in the arts; blueprint models of implementation; and the impact on visual arts, creative writing, dance, acting, and music. The 14 chapters are: "The Arts in Democracy" (Harold Taylor); (2) "Multiple Intelligences: Implications for Art and Creativity" (Howard Gardner); (3) "Implications of Artistic Intelligences for Education" (Elliot Eisner); (4) "The Challenge of Implementation" (Mary Hatwood Futrell); (5) "The Effect of Standardized Testing on Education in the Arts" (Warren Bennett Newman), with two responses to Newman's presentation by Gardner and Eisner; (6) "Implementation: South Carolina Models," comprised of articles by Harriet Keyserling ("The Politics of Mainstreaming Arts in Education"), Charlie G. Williams ("It's Time for the Grandchildren to Study the Arts"), and Rose Maree Myers ("The Theory Is Realized: A Creative Arts Elementary School"); (7) "Education" contains articles by Elizabeth Vallance ("Artistic Intelligences and General Education") and Craig Kridel ("Implications for General Education"); (8) "Visual Arts" includes essays by Larry Kantner ("Visual Arts Education and Multiple Intelligences: Before Implementation") and Cynthia Colbert ("Visual Arts: Multiple Ways of Knowing"); (9) "Creative Writing" features articles by Carol Collins ("Confronting the Future: Creativity and the Human Spirit") and Lyn Zalusky Mueller ("Implications for Creative Writing"); (10) "Dance, Movement, Acting" includes essays by Seymour Kleinman ("Intelligent Kinesthetic Expression") and Peter Werner ("Implications for Movement"); (11) "Music" presents writings by Charles R. Hoffer ("Artistic Intelligences and Music Education") and Charles Elliott ("Comments on Music Education"); (12) "Arts Education in the Humanities: Toward a Breaking of the Boundaries" (Maxine Greene); (13) "One Nation, Undercultured and Underqualified" (Charles Fowler); and (14) "Summary and Coda" (William J. Moody). The volume concludes with a section on the backgrounds of the contributing authors. (DQE)

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